

## James Hendrix Elementary

1084 Springfield Road  
Boiling Springs, South Carolina 29316

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	802 Students	
<b>Principal</b>	Dawn S. Neely	864-578-1288
<b>Superintendent</b>	Dr. Scott J. Mercer	864-578-0128
<b>Board Chair</b>	Mrs. Connie Smith	864-578-0128

## The State of South Carolina

Annual School  
Report Card

2005

### ABSOLUTE RATING

### AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
1	32	66	10	1

### IMPROVEMENT RATING

### UNSATISFACTORY

### ADEQUATE YEARLY PROGRESS

### NO

This school met 24 out of 27 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2002</b>	Good	Below Average	N/A
<b>2003</b>	Good	Unsatisfactory	No
<b>2004</b>	Good	Below Average	Yes
<b>2005</b>	Average	Unsatisfactory	No

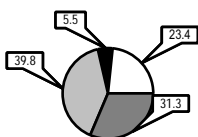
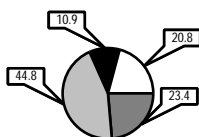
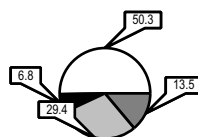
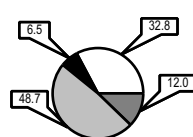
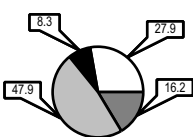
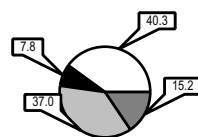
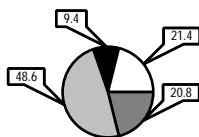
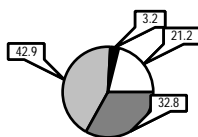
**DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

96.8%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**Abbreviations for Missing Data**

N/A Not Applicable   N/AV Not Available   N/C Not Collected   N/R Not Reported   I/S Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts – State Performance Objective = 38.2%</b>									
All Students	424	99.3	23.2	40.1	31.3	5.5	45.6	Yes	Yes
<b>Gender</b>									
Male	229	100.0	26.8	43.5	28.7	1.0	39.2		
Female	195	98.5	18.9	36.0	34.3	10.9	53.1		
<b>Racial/Ethnic Group</b>									
White	229	100.0	14.8	37.6	40.0	7.6	55.7	Yes	Yes
African American	107	99.1	22.4	45.9	27.6	4.1	46.9	Yes	Yes
Asian/Pacific Islander	28	96.4	37.5	58.3	4.2	0.0	4.2	I/S	I/S
Hispanic	60	98.3	51.9	30.8	15.4	1.9	21.2	No	Yes
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	370	99.5	18.6	40.5	34.6	6.2	50.3		
Disabled	54	98.2	56.5	37.0	6.5	0.0	10.9	I/S	Yes
<b>Migrant Status</b>									
Migrant	11	90.9	50.0	40.0	10.0	0.0	10.0		
Non-Migrant	413	99.5	22.5	40.1	31.8	5.6	46.5		
<b>English Proficiency</b>									
Limited English Proficient	61	96.7	60.8	27.5	9.8	2.0	13.7	No	Yes
Non-Limited English Proficient	363	99.7	17.4	42.0	34.5	6.0	50.5		
<b>Socio-Economic Status</b>									
Subsidized meals	257	98.8	31.8	41.3	24.7	2.2	36.8	Yes	Yes
Full-pay meals	166	100.0	11.2	38.5	40.4	9.9	57.8		

<b>Mathematics – State Performance Objective = 36.7%</b>									
All Students	424	99.8	20.8	44.7	23.4	11.2	53.5	Yes	Yes
<b>Gender</b>									
Male	229	100.0	23.4	43.5	21.1	12.0	53.6		
Female	195	99.5	17.6	46.0	26.1	10.2	53.4		
<b>Racial/Ethnic Group</b>									
White	229	100.0	13.3	43.3	26.7	16.7	64.8	Yes	Yes
African American	107	99.1	26.5	45.9	20.4	7.1	48.0	Yes	Yes
Asian/Pacific Islander	28	100.0	16.7	70.8	8.3	4.2	29.2	I/S	I/S
Hispanic	60	100.0	41.5	35.8	22.6	0.0	30.2	Yes	Yes
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	370	100.0	17.7	44.8	25.7	11.8	56.3		
Disabled	54	98.2	43.5	43.5	6.5	6.5	32.6	I/S	Yes
<b>Migrant Status</b>									
Migrant	11	100.0	54.5	9.1	36.4	0.0	36.4		
Non-Migrant	413	99.8	19.8	45.7	23.0	11.5	54.0		
<b>English Proficiency</b>									
Limited English Proficient	61	100.0	50.0	36.5	13.5	0.0	17.3	No	Yes
Non-Limited English Proficient	363	99.7	16.2	45.9	24.9	12.9	59.2		
<b>Socio-Economic Status</b>									
Subsidized meals	257	99.6	26.3	47.8	21.0	4.9	45.1	Yes	Yes
Full-pay meals	166	100.0	13.0	40.4	26.7	19.9	65.2		

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>Science</b>							
All Students	424	99.3	50.0	29.7	13.5	6.8	20.3
<b>Gender</b>							
Male	229	100.0	47.4	30.6	14.4	7.7	22.0
Female	195	98.5	53.1	28.6	12.6	5.7	18.3
<b>Racial/Ethnic Group</b>							
White	229	100.0	37.1	31.4	21.0	10.5	31.4
African American	107	99.1	63.3	29.6	4.1	3.1	7.1
Asian/Pacific Islander	28	96.4	79.2	16.7	0.0	4.2	4.2
Hispanic	60	98.3	63.5	28.8	7.7	0.0	7.7
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	370	99.5	46.7	31.1	14.8	7.4	22.2
Disabled	54	98.2	73.9	19.6	4.3	2.2	6.5
<b>Migrant Status</b>							
Migrant	11	90.9	60.0	40.0	0.0	0.0	0.0
Non-Migrant	413	99.5	49.7	29.4	13.9	7.0	20.9
<b>English Proficiency</b>							
Limited English Proficient	61	96.7	78.4	17.6	3.9	0.0	3.9
Non-Limited English Proficient	363	99.7	45.6	31.5	15.0	7.8	22.8
<b>Socio-Economic Status</b>							
Subsidized meals	257	98.8	57.4	30.0	9.0	3.6	12.6
Full-pay meals	166	100.0	39.8	29.2	19.9	11.2	31.1

<b>Social Studies</b>							
All Students	424	99.3	32.8	48.7	12.0	6.5	18.5
<b>Gender</b>							
Male	229	100.0	38.8	42.6	12.4	6.2	18.7
Female	195	98.5	25.7	56.0	11.4	6.9	18.3
<b>Racial/Ethnic Group</b>							
White	229	100.0	26.2	47.6	15.7	10.5	26.2
African American	107	99.1	31.6	59.2	8.2	1.0	9.2
Asian/Pacific Islander	28	96.4	54.2	41.7	0.0	4.2	4.2
Hispanic	60	98.3	51.9	36.5	9.6	1.9	11.5
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	370	99.5	28.4	50.9	13.3	7.4	20.7
Disabled	54	98.2	65.2	32.6	2.2	0.0	2.2
<b>Migrant Status</b>							
Migrant	11	90.9	60.0	30.0	10.0	0.0	10.0
Non-Migrant	413	99.5	32.1	49.2	12.0	6.7	18.7
<b>English Proficiency</b>							
Limited English Proficient	61	96.7	58.8	33.3	7.8	0.0	7.8
Non-Limited English Proficient	363	99.7	28.8	51.1	12.6	7.5	20.1
<b>Socio-Economic Status</b>							
Subsidized meals	257	98.8	38.1	48.9	9.4	3.6	13.0
Full-pay meals	166	100.0	25.5	48.4	15.5	10.6	26.1

**Abbreviations for Missing Data**

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**PACT PERFORMANCE BY GRADE LEVEL**

	Grade	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
<b>English/Language Arts</b>								
<b>2004</b>	3	127	96.9	10.6	26.0	52.0	11.4	63.4
	4	148	98.7	30.3	41.4	26.2	2.1	28.3
	5	132	99.2	21.4	45.8	32.1	0.8	32.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2005</b>	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	153	99.4	16.4	30.7	40.7	12.1	52.9
	4	130	98.5	22.2	41.9	32.5	3.4	35.9
	5	141	100.0	31.7	48.4	19.8	0.0	19.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2005</b>	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>								
<b>2004</b>	3	127	99.2	15.1	57.1	23.8	4.0	27.8
	4	148	100.0	20.4	45.6	19.7	14.3	34.0
	5	132	100.0	13.6	50.8	22.0	13.6	35.6
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2005</b>	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	153	100.0	17.1	48.6	26.4	7.9	34.3
	4	130	99.2	16.1	44.9	28.8	10.2	39.0
	5	141	100.0	29.4	40.5	15.1	15.1	30.2
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2005</b>	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Science</b>								
<b>2004</b>	3							
	4							
	5							
	6							
	7							
<b>2005</b>	8							
	3	153	99.4	46.4	30.7	19.3	3.6	22.9
	4	130	98.5	39.3	36.8	14.5	9.4	23.9
	5	141	100.0	64.3	21.4	6.3	7.9	14.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2005</b>	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Social Studies</b>								
<b>2004</b>	3							
	4							
	5							
	6							
	7							
<b>2005</b>	8							
	3	153	99.4	27.1	54.3	10.7	7.9	18.6
	4	130	98.5	13.7	61.5	21.4	3.4	24.8
	5	141	100.0	56.3	31.0	4.8	7.9	12.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2005</b>	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**Abbreviations for Missing Data**

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**SCHOOL PROFILE**

	<b>Our School</b>	<b>Change from Last Year</b>	<b>Elementary Schools with Students Like Ours</b>	<b>Median Elementary School</b>
<b>Students (n= 802)</b>				
First graders who attended full-day kindergarten	92.2%	Down from 100.0%	100.0%	100.0%
Retention rate	2.0%	Down from 2.4%	3.7%	3.0%
Attendance rate	96.0%	Down from 96.1%	96.2%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	4.1%	Down from 5.3%	4.0%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	0.5%	Down from 1.7%	3.4%	3.2%
Eligible for gifted and talented	7.7%	Down from 12.6%	11.1%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	6.1%	Up from 5.5%	8.9%	8.2%
Older than usual for grade	0.7%	Down from 1.3%	1.1%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
<b>Teachers (n= 51)</b>				
Teachers with advanced degrees	56.9%	Down from 68.0%	51.9%	52.6%
Continuing contract teachers	66.7%	Down from 82.0%	85.0%	83.3%
Highly qualified teachers	95.8%	Up from 93.2%	94.4%	93.5%
Teachers with emergency or provisional certificates	0.0%	No change	0.0%	0.0%
Teachers returning from previous year	89.9%	Down from 92.8%	87.3%	87.0%
Teacher attendance rate	93.7%	Up from 92.9%	94.8%	95.0%
Average teacher salary	\$42,881	Down 6.0%	\$41,404	\$41,703
Prof. development days/teacher	18.7 days	Up from 11.7 days	13.1 days	12.8 days
<b>School</b>				
Principal's years at school	3.0	Up from 2.0	3.0	4.0
Student-teacher ratio in core subjects	22.4 to 1	Up from 20.4 to 1	18.4 to 1	18.8 to 1
Prime instructional time	88.5%	Up from 87.6%	89.4%	89.8%
Dollars spent per pupil*	\$5,481	Down 3.8%	\$6,022	\$6,242
Percent of expenditures for teacher salaries*	65.8%	Down from 66.7%	64.8%	65.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Excellent	Up from Good	Good	Good
* Prior year audited financial data are reported.				
	<b>Our District</b>		<b>State</b>	
Highly qualified teachers in low poverty schools	95.8%		89.4%	
Highly qualified teachers in high poverty schools	N/A		90.1%	
	<b>State Objective</b>		<b>Met State Objective</b>	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

**Abbreviations for Missing Data**

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**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL****GOALS AND OBJECTIVES:**

The James H. Hendrix Elementary faculty, staff, and community developed a comprehensive plan as required by the Southern Association of Colleges and Schools. All stakeholders participated in the development of five main goals for the school. All students will improve in performance as a result of (1) a challenging academic environment, (2) teachers trained and updated in content and process skills, (3) effective use of technology, (4) the involvement of a supportive community, and (5) the opportunity for students to participate in character building projects. Goals were written to address specific school needs and all components of the school district's Education Plan. The School Improvement Council was kept informed of progress and met to review and discuss related issues toward achieving these goals.

**ACCOMPLISHMENTS:**

James H. Hendrix faculty and staff were recognized this year by the Education Oversight Committee (EOC) for significant strides in closing the learning gap between economic and ethnic groups. Hendrix Elementary met Adequate Yearly Progress (AYP) in all twenty-five sub groups that are represented at our school. We are very proud of the fact that test scores on the PACT show an increase in the area of language arts at grades three, four, and five. Our full-day five-year-old kindergarten and our morning and afternoon classes for our four-year-olds continuously strive to provide students the skills that they need to be ready for the next grade level. Although at least 80% of our students in grades three, four, and five have met standard on the PACT in math, the school has focused its attention on further developing math skills through a new initiative entitled Math Academy. The Math Academy goal is to meet the individual needs of our students based on an assessment aligned with the South Carolina Standards. Small groups of students are taught by our faculty in order to master each skill before they move to another. Ninety-percent accuracy is required to move forward. To further increase our students' opportunities to excel, Hendrix teachers and assistants have operated math and language arts labs in the morning and afternoons. Lessons that incorporate higher order thinking skills have proven to be very effective in daily use as well as in equipping our students for PACT. The ESOL, Special Education, Special Area, and Technology Lab teachers and assistants continue to provide a well-rounded education for our students. Many of our students have logged over 125 hours of reading this year due to the 100 Book Challenge project.

**PLANS FOR THE FUTURE:**

Data we receive from the PACT, Math Academy, 100 Book Challenge and other programs at Hendrix, will be used as the baseline for powerful decision making to benefit our educational programs. A school-wide action plan will be developed to address the needs in the areas of math, language arts, and technology. The active involvement of the school's PTO and School Improvement Council helps provide integral programs that benefit all children. The high expectations and expertise of the administration, faculty, and staff will enable all students to be successful learners. Our accent is on excellence!

Dawn S. Neely-Principal

Tammy Greene-School Improvement Council Chairperson

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	50	129	75
Percent satisfied with learning environment	92.0%	78.3%	83.1%
Percent satisfied with social and physical environment	96.0%	78.3%	82.2%
Percent satisfied with school-home relations	86.0%	81.1%	74.3%

\*Only students at the highest elementary school grade level at this school and their parents were included.